

## FORK SHOALS ELEMENTARY

916 Pelzer Rd.

Pelzer, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	740 Students	
<b>Principal</b>	Christopher Ross	864-355-5000
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good*</b>
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

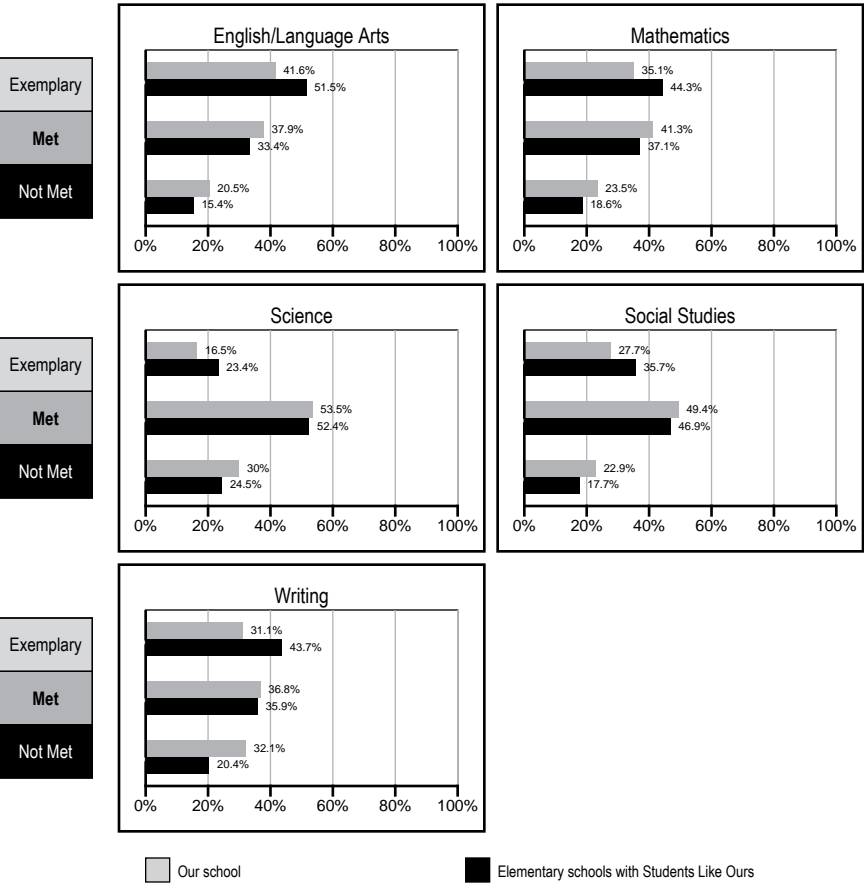
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
26	28	6	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**School Profile**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=740)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 2.4%	0.8%	1.2%
Attendance rate	95.7%	Down from 96.2%	96.5%	96.1%
Eligible for gifted and talented	15.9%	Up from 13.4%	19.2%	11.7%
With disabilities other than speech	8.9%	Up from 8.6%	7.0%	8.0%
Older than usual for grade	0.0%	Down from 0.3%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	50.0%	Down from 51.1%	63.5%	60.5%
Continuing contract teachers	89.1%	Up from 78.7%	86.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.8%	Up from 86.0%	89.0%	87.0%
Teacher attendance rate	98.9%	Up from 94.9%	95.9%	95.4%
Average teacher salary*	\$44,498	Up 2.1%	\$48,123	\$47,288
Professional development days/teacher	8.7 days	Down from 9.1 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 21.1 to 1	20.1 to 1	19.2 to 1
Prime instructional time	94.8%	Up from 90.6%	92.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Down from 98.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,923	Up 1.7%	\$7,115	\$7,548
Percent of expenditures for instruction**	69.4%	Up from 68.7%	70.6%	68.7%
Percent of expenditures for teacher salaries**	63.9%	Up from 63.3%	68.1%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

**Abbreviations for Missing Data**

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**Report of Principal and School Improvement Council**

Fork Shoals School is an International Baccalaureate (IB) School that educates the whole child through a collaborative effort of home, school, and community. Student inquiry is the core of our philosophy where the children take hold of their learning to gain knowledge. Our School Improvement Council, Parent Teacher Association, and Fork Shoals faculty strive to provide academic rigor as well as develop our children into responsible citizens.

Fork Shoals School has three goals to work towards in the upcoming years. We will raise the academic challenge and performance of each student in math as measured by the Palmetto Assessment of State Standards. We will raise the academic challenge and performance of each student in reading, and we will provide a school environment supportive of learning as rated by parents, teachers, and students on the state report card survey. Our goals are directly related to the district wide emphasis of raising the academic challenge and performance for each student. We will measure these goals by analyzing student work, test scores, and parent, student, and teacher survey data.

Fork Shoals School has been an authorized International Baccalaureate School since 2005. The school implements the Primary Years Programme (PYP) through inquiry-based instruction. Our mission is to provide a world-class culture of inquiry and to nurture each student's desire to be a continuous learner and a responsible citizen.

All our students receive Spanish instruction with 3rd-5th graders having daily immersion lessons. Our lead Spanish Teacher, Kelly Nalley, was named 2010 State teacher of the Year. Our school goal is to meet all the measures for all our subgroups for adequate yearly progress as set by the state. The school plans on meeting this goal through continuous monitoring of student progress and collaboration with our families.

Technology continues to be an integral part of the curriculum. Fork Shoals School has three rolling laptop labs used for research in the classroom. A full computer lab is equipped with 28 student computers, LCD projector, and interactive board. An interactive whiteboard is found in all Kindergarten through 5th grade classrooms. The interactive boards are used daily as part of classroom instruction. The school also has reading and math software to support learning. This software is used for whole group instruction as well as individualized support. Fork Shoals School participates in distance education programs. Our students have interacted with scientists from NASA, marine biologists from The Great Barrier Reef, and WW II veterans from Pearl Harbor. Technology will remain at the forefront of our school's development.

Fork Shoals School is unique, combining high academic expectations with problem-solving skills while also developing more culturally aware, educationally empowered students. The school is progressing and will continue to progress toward providing our students with a world-class education.

Chantal Masterson, SIC Chair  
Christopher Ross, Principal

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	44	123	69
Percent satisfied with learning environment	100.0%	89.3%	95.6%
Percent satisfied with social and physical environment	95.3%	90.2%	95.7%
Percent satisfied with school-home relations	100.0%	89.3%	94.2%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	430	99.5	20.3	38	41.7	89.8	84.7	83.5	Yes	Yes
Gender										
Male	208	99.5	25.8	42.8	31.4	86.6	81.3	80.1	N/A	N/A
Female	222	99.6	15.3	33.5	51.2	92.8	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	347	99.7	17.9	38	44.1	90.9	90	89.6	Yes	Yes
African American	49	100	34.8	37	28.3	82.6	73.4	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	26	96.2	27.3	45.5	27.3	86.4	78.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	59	100	72.7	20	7.3	52.7	53.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	38.1	47.6	14.3	81	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	187	98.9	31.4	40.2	28.4	83.4	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	430	100	23.5	41.3	35.1	86.1	82	80.4	Yes	Yes
Gender										
Male	208	100	23.2	43.8	33	85.1	80.5	78.4	N/A	N/A
Female	222	100	23.8	39	37.1	87.1	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	347	100	20.3	40.6	39.1	88.5	87.7	87.8	Yes	Yes
African American	49	100	43.5	43.5	13	73.9	68.4	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	26	100	36.4	45.5	18.2	72.7	78.3	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	59	100	N/A	N/A	N/A	52.7	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	38.1	52.4	9.5	71.4	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	187	100	33.5	47.1	19.4	77.6	72.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	289	100	30	53.5	16.5	70	70.6	67.3
<b>Gender</b>								
Male	135	100	32.8	52.3	14.8	67.2	70.1	66.9
Female	154	100	27.6	54.5	17.9	72.4	71.1	67.7
<b>Racial/Ethnic Group</b>								
White	235	100	26.2	55.6	18.2	73.8	80.2	79.6
African American	32	100	N/A	N/A	N/A	51.7	50.4	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	17	100	57.1	28.6	14.3	42.9	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
<b>Disability Status</b>								
Disabled	39	100	N/A	N/A	N/A	32.4	33.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	14	100	N/A	N/A	N/A	25	60.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	121	100	44.5	50	5.5	55.5	57.1	55.4

**Social Studies**

All Students	287	99.7	22.9	49.4	27.7	77.1	73.2	70.9
<b>Gender</b>								
Male	145	99.3	23.5	52.9	23.5	76.5	72.8	70.1
Female	142	100	22.2	45.9	31.9	77.8	73.7	71.7
<b>Racial/Ethnic Group</b>								
White	234	100	18.9	48.6	32.4	81.1	79.8	79.2
African American	30	100	40	56.7	3.3	60	57.9	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	18	94.4	50	43.8	6.3	50	67.8	68
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	69.8	71.2
<b>Disability Status</b>								
Disabled	40	100	67.6	24.3	8.1	32.4	40	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	18	100	47.1	47.1	5.9	52.9	69	68
<b>Socio-Economic Status</b>								
Subsidized meals	126	99.2	32.2	49.6	18.3	67.8	61.6	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	423	100	32.1	36.8	31.1	67.9	74	72.1	95.7	96.2
Gender										
Male	203	100	39.2	39.2	21.6	60.8	67.2	65.2	95.9	96.2
Female	220	100	25.6	34.6	39.8	74.4	81.1	79.2	95.6	96.3
Racial/Ethnic Group										
White	342	100	28.7	36.6	34.7	71.3	81.6	80.8	95.6	96.1
African American	48	100	45.7	39.1	15.2	54.3	58.6	59.7	96.7	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.8	87	94.4	97.5
Hispanic	25	100	59.1	27.3	13.6	40.9	63.1	64.6	95.3	96.6
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	74.7	73.4	97.8	94.8
Disability Status										
Disabled	60	100	87.7	10.5	1.8	12.3	29.5	27.7	95.1	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	24	100	66.7	23.8	9.5	33.3	62.9	63.7	96.2	97
Socio-Economic Status										
Subsidized meals	179	100	47.3	33.7	18.9	52.7	61.1	61.9	95	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	145	100	20	36.3	43.7	80
	4	134	100	25	44.5	30.5	75
	5	134	100	25.8	43.8	30.5	74.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	143	99.3	15.9	25	59.1	84.1
	4	146	99.3	24.3	39.3	36.4	75.7
	5	141	100	20.6	49.6	29.8	79.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	145	100	28.1	38.5	33.3	71.9
	4	134	100	21.1	50.8	28.1	78.9
	5	134	100	33.6	42.2	24.2	66.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	143	100	23.3	33.1	43.6	76.7
	4	146	100	20	45	35	80
	5	141	100	27.5	45.8	26.7	72.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	73	100	26.9	58.2	14.9	73.1
	4	134	100	34.4	58.6	7	65.6
	5	67	100	35.4	61.5	3.1	64.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	71	100	26.9	40.3	32.8	73.1
	4	146	100	27.9	62.1	10	72.1
	5	72	100	37.9	48.5	13.6	62.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	72	100	16.2	50	33.8	83.8
	4	134	100	18.8	57	24.2	81.3
	5	67	100	26.6	46.9	26.6	73.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	72	100	21.2	43.9	34.8	78.8
	4	146	99.3	25.7	51.4	22.9	74.3
	5	69	100	18.5	50.8	30.8	81.5
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	140	100	29.6	37	33.3	70.4
	4	133	100	34.6	44.6	20.8	65.4
	5	136	100	37.4	32.1	30.5	62.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	141	100	29.3	36.8	33.8	70.7
	4	144	100	37.6	33.3	29.1	62.4
	5	138	100	29	40.5	30.5	71
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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